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ABSTRACT

The stages of development and reporting of a statewide needs assessment about inservice teacher education that was conducted with educators in Alabama during the 1992-93 school year are described. The first phase was development of a pilot instrument by focus groups. The instrument was tested with 559 workshop participants, and the final instrument incorporated their comments. A two-sided scannable survey was designed, covering demographic information and educator preferences about inservice workshop formats and topics. A statewide response rate of 79 percent was achieved; over 32,000 educators, mainly classroom teachers, responded to the survey. The design of the report was a joint effort of the State Department of Education, a university representative, and staff from the Assessment and Evaluation Laboratory of the University of Alabama. Reports were prepared for system, inservice center, and state levels. Responses gave the state valuable information about the inservice needs of state educators and provided each inservice center with data to use in planning the coming year. Appendix A is the instrument and Appendix B presents result summaries in eight tables. (SLD)

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DEVELOPMENT AND RESULTS OF A STATEWIDE ASSESSMENT OF TEACHERS' AND ADMINISTRATORS' PROFESSIONAL DEVELOPMENT NEEDS

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DEVELOPMENT AND RESULTS OF A STATEWIDE ASSESSMENT
OF TEACHERS' AND ADMINISTRATORS'
PROFESSIONAL DEVELOPMENT NEEDS

Quality education can only be provided when educators are well prepared. Not only must they be knowledgeable about their subject area, they must also be able to impart that knowledge to their students while assessing the abilities and characteristics of those students and adhering to laws and policies pertaining to their position. This must all be accomplished while maintaining discipline and building a good rapport with the students.

Teacher education courses in college can prepare one for some of the tasks to be faced; however, it is not until one has actually had the responsibility of a classroom that weaknesses or deficiencies become apparent. This, along with the fact that subject matter, teaching methods, and requirements are constantly changing, makes teaching a formidable task unless there is some way to update one's skills.

To address these problems, the Alabama State Legislature in 1984, as part of the Governor's Education Reform Commission, formed a network of 11 regional inservice centers. The Alabama Regional Inservice Centers are charged with the responsibility of developing and offering meaningful inservice workshops for school personnel in areas identified as critical by the State Board of Education. These critical needs are broad topics; specific areas within these topics are not defined. Therefore, it is highly desirable to gather information regarding workshop preferences from school personnel so that their perceived needs within the broad critical

needs areas can be met. This was the goal of a statewide needs assessment that was conducted with educators in Alabama during the 1992-93 school year. The stages and results of this process are the focus of this paper.

Pilot Study

The first phase was the development of a pilot instrument. Focus groups helped determine the content of the instrument which was then piloted with a sample of workshop participants at four inservice centers during August, 1992. Respondents were asked to complete the survey according to the directions provided, then to identify any items or sections of the survey that were problematic and make recommendations for improvement. A total of 559 pilot surveys were completed.

Many of the surveys included comments. These were read carefully and organized by areas of the survey form. They were then condensed and analyzed. Sometimes the only "comment" was the circling of a category heading or a question mark to the side of an item. In these cases, an effort was made to determine what suggestion was intended by close examination of the instrument itself and of the responses given. The final needs assessment instrument, printed on scannable forms, incorporated changes suggested by comments.

The Survey Design

A two-sided scannable survey was designed for this needs assessment (see Appendix A). The front side included information about demographics (such as position, grade level, subjects taught)

and workshop logistics (such as preferred time, format, method and location). For several of the items, respondents were allowed to mark all answers that applied. Some items, however, should have only one response (such as position, highest degree, years of experience). There was also space for an open-ended response for "hottest inservice topic."

The back of the survey listed workshop topics within categories from which respondents could choose. Additionally, respondents could mark whether they preferred an introductory or advanced level of the workshop. Respondents could choose as many as three topics from each category on the back.

The Report Design

The design of the report was a joint effort, combining input from a representative of the State Department of Education, a representative from the University of South Alabama, and EAL staff. Naturally, the report needed to present as much information as possible, but it also needed to be manageable. This report would eventually be given to inservice center and local school system representatives who should then be able to ascertain the characteristics and needs of the respondents within their center and/or system.

A report consisting of eight pages was agreed upon initially but was later expanded to ten pages with the inclusion of Pages 6a and 7a (see Appendix B). The first page consisted of response frequencies for the items on the front of the survey. Responses

from the open-ended item were recorded for future analysis but were not included in the report.

Response frequencies for workshop topics (the back of the survey) for all respondents were presented on Page 2. This workshop topic information was then broken down by educator groups (special education teachers; regular elementary, middle, and high school teachers; and administrators), yielding Pages 3 through 6a.

Page 7 was designed to assist in identifying frequently selected topics. This page showed the five most frequently selected topics, both introductory and advanced, chosen by each teacher group. Page 7a presented the same information for administrators.

Because information about standardized test scores and numbers of teachers teaching out of field might also suggest workshop needs for systems and centers, it was decided to include in the report a summary of selected student test scores for each system and also to include a breakdown of personnel teaching out of field. This was presented on the final page of the report.

Reports were prepared on three levels. System reports contained all the information previously discussed for each school system. Inservice center reports contained aggregated data for the systems served by that center. Test score data were not reported at the center level. A state report was also produced which aggregated information from all systems, excluding student test score data.

Data Analysis and Report Preparation

By channeling the surveys through the inservice center directors, a 79% statewide response rate was achieved. Completed forms were returned to the Evaluation and Assessment Laboratory early in December, 1992. The survey sheets were scanned and the data were analyzed.

Both COBOL programming language and SCRIPT text processing language were utilized to generate the reports. Programs written in COBOL created a file containing item response frequencies, student test data (for systems only) and personnel data. Another COBOL program was then used which combined information from this data file with the SCRIPT commands required to produce the reports. Each inservice center director received the report for his/her area at a meeting in January, 1993. System reports were distributed two weeks later at a statewide meeting of staff development personnel and inservice directors.

Statewide Results

Over 32,000 educators responded to this survey, most of whom were regular classroom teachers (71%). Other demographic items indicated that a slight majority of the respondents (53%) were elementary teachers, that various subject areas were well represented, and that most respondents (61%) had at least a Master's degree.

The rest of the frequencies on Page 1 of the report provided information about workshop design and logistics. It was clear that respondents preferred workshops at their school (88%) and were

primarily concerned with a regular student population (83%). The preferred methods of presentation were demonstration (62%) and hands-on/participatory (61%). Workshops that lasted one day or less were preferred over other formats. The best time to schedule inservice activities appeared to be weekdays.

Page 7 provides a quick look at workshop choices by listing the five most frequently selected topics, both introductory and advanced, by teacher group. Although 40 different topics could have been listed on this page, only 15 were. This indicates common needs among educators at various levels that are very interesting and informative. Special education, middle school, and high school teachers expressed a desire for technological assistance by requesting workshops in "Software in my subject area" and "Computer literacy." Special education teachers also shared a need for "Behavior management" with regular teachers at the elementary and middle school level.

The topic of "Cooperative learning" was a high priority among all levels of regular teachers and was requested at both the introductory and advanced levels. It is interesting to note that the topics of "Motivation" and "Critical thinking" were major concerns only for middle and high school teachers.

As would be expected, the most frequent choices for administrators (Page 7a) were specific to their position. The six most requested topics were: (a) administrative use of computers, (b) legal updates, (c) grant writing, (d) alternative scheduling, (e) teacher evaluation, and (f) site-based management.

Although the results presented on Pages 7 and 7a served a very useful purpose, combining the various types of data in the report yielded a more complete profile of inservice needs. Pages 2 through 6a contain valuable information about educators' preferences in each category. This, along with the number of teachers out of field in various subject areas given on Page 8, provided the inservice center directors with a sound basis for determining the types and topics of workshops to be offered. Additionally, system level coordinators for staff development had the advantage of being able to compare student test data with all the other information to determine local needs.

Summary

The process of developing, producing, disseminating, and collecting the inservice needs assessment instrument and analyzing results achieved a number of purposes. First, it provided at the state level valuable information about the inservice needs of educators in the state. This had not been done on a systematic basis in the past. Second, it provided each inservice center with data that it could use in planning for the coming year. Although many centers already were doing this to some extent, the statewide assessment provided a comprehensive instrument that was consistent from one center to the next and removed some of the time and personnel demands from the inservice center staff in terms of data analysis and reporting. Third, the availability of results at the school system level and the manner in which those results were shared with system personnel resulted in opportunities for greater

system level involvement in the inservice center level planning process and provided systems with information for their own planning.

APPENDIX A

ALABAMA STATEWIDE NEEDS ASSESSMENT OF TEACHERS & ADMINISTRATORS

USE #2 PENCIL ONLY

DIRECTIONS: Alabama's Regional Inservice Centers and the State Department of Education have authorized this survey to assess the training needs of teachers and administrators. It is <u>not</u> an evaluation of past workshops. The reverse side of this sheet will let you choose specific topics. Survey results will be analyzed by outside consultants and published by the Truman Pierce Institute. Please be candid.

PRIMARY POSITION
Mark only one
- ◯ REGULAR CLASSROOM TEACHER
- ◯ SPECIAL EDUCATION EXCEPTIONAL TEACHER
- ◯ CHAPTER I TEACHER
- ◯ LIBRARIAN MEDIA SPECIALIST
- ◯ GUIDANCE COUNSELOR
- ◯ ASSISTANT PRINCIPAL PRINCIPAL
- ◯ SUPERVISOR CENTRAL OFFICE
- ◯ OTHER

SUBJECT AREA(S)
Mark all that apply
- ◯ SELF-CONTAINED
- ◯ BUSINESS VOC AG
- ◯ COMPUTER SCIENCE
- ◯ FOREIGN LANGUAGE
- ◯ HEALTH PE
- ◯ LANGUAGE ARTS READING
- ◯ MATHEMATICS
- ◯ MUSIC ART
- ◯ SCIENCE
- ◯ SOCIAL STUDIES
- ◯ OTHER
- ◯ NOT APPLICABLE

HIGHEST DEGREE
- ◯ ASSOCIATE
- ◯ BACHELOR'S
- ◯ MASTER'S
- ◯ ED. SPECIALIST
- ◯ DOCTORATE

HIGHEST CERTIFICATE
- ◯ B
- ◯ A
- ◯ AA

SCHOOL SYSTEM CODE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

GRADE LEVEL(S)
Mark all that apply
- ◯ PRESCHOOL
- ◯ ELEMENTARY SCHOOL
- ◯ MIDDLE JUNIOR HIGH SCHOOL
- ◯ HIGH SCHOOL

NUMBER OF INSERVICE CENTER WORKSHOPS ATTENDED DURING THE LAST 12 MOS.
- ◯ NONE
- ◯ 1
- ◯ 2 - 5
- ◯ 6 - 10
- ◯ MORE THAN 10

YEARS OF ADMINISTRATIVE OR TEACHING EXPERIENCE
- ◯ NONE
- ◯ 1 - 3
- ◯ 4 - 10
- ◯ 11 - 20
- ◯ MORE THAN 20

POPULATION(S) OF INTEREST
Mark all that apply
- ◯ REGULAR STUDENTS
- ◯ ACCELERATED GIFTED
- ◯ AT RISK
- ◯ SLOW LEARNERS
- ◯ SPECIAL EDUCATION

INSERVICE METHOD(S) OF INTEREST
Mark all that apply
- ◯ DEMONSTRATION
- ◯ FOLLOW UP IN CLASSROOM
- ◯ HANDS ON PARTICIPATORY
- ◯ LECTURE DISCUSSION
- ◯ MAKE & TAKE
- ◯ SEMINAR
- ◯ SHARING SESSION

PREFERRED INSERVICE FORMAT(S)
Mark all that apply
- ◯ ONE HOUR SESSION
- ◯ TWO HOUR SESSION
- ◯ HALF-DAY SESSION
- ◯ ALL-DAY SESSION
- ◯ WEEKEND SESSION
- ◯ WEEK-LONG SESSION
- ◯ LONG-TERM SERIES
- ◯ SELF-INSTRUCTIONAL MATERIALS
- ◯ EDUCATIONAL TV OR MEDIA
- ◯ UNIVERSITY CLASS WITH CREDIT
- ◯ OTHER

PREFERRED INSERVICE TIME(S)
Mark all that apply

SCHOOL YEAR	SUMMER
◯ WEEKDAY AFTERNOON	◯ WEEKDAY MORNING
◯ WEEKDAY EVENING	◯ WEEKDAY AFTERNOON
◯ WEEKDAY ALL DAY	◯ WEEKDAY ALL DAY
◯ SATURDAY MORNING	◯ SATURDAY MORNING
◯ SATURDAY AFTERNOON	◯ SATURDAY AFTERNOON
◯ SATURDAY ALL DAY	◯ SATURDAY ALL DAY

I AM WILLING TO ATTEND WORKSHOP(S)
Mark all that apply
- ◯ AT MY SCHOOL
- ◯ AT NEAREST UNIVERSITY/COLLEGE
- ◯ WITHIN 30 MINUTES OF MY SCHOOL
- ◯ WITHIN 60 MINUTES OF MY SCHOOL
- ◯ ANYWHERE IN MY SCHOOL DISTRICT
- ◯ ANYWHERE IN MY INSERVICE CENTER AREA

HOW DO YOU FIND OUT ABOUT INSERVICE IN YOUR LOCAL SCHOOL DISTRICT OR INSERVICE CENTER?
Mark all that apply
- ◯ INSERVICE CENTER BROCHURE/FLYER
- ◯ LOCAL SCHOOL OR SYSTEM MEMO
- ◯ NEWSPAPER
- ◯ WORD OF MOUTH
- ◯ I CONTACT AN INSERVICE CENTER
- ◯ I CONTACT MY LOCAL SCHOOL SYSTEM
- ◯ OTHER

WHAT IS THE HOTTEST INSERVICE TOPIC FOR YOU?

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Please Continue on the Back

DIRECTIONS: *Identify topics for workshops you would like to attend. You may select topics from more than one category, but do not select more than* ***three*** *topics in any one category. Darken the* ***left column*** *if you want* ***introductory inservice (I)*** *or the* ***right column*** *if you want* ***advanced inservice (A).***

USE NO. 2 PENCIL ONLY

I	A	LANGUAGE ARTS
○	○	Black English
○	○	Composition Skills/Writing Process
○	○	Comprehension Skills
○	○	Drama/Poetry
○	○	Grammar
○	○	Listening Skills
○	○	Literature
○	○	New Reading Programs
○	○	Oral/Speaking Skills/Debate
○	○	Phonics
○	○	Reading in Content Area
○	○	Reading Readiness
○	○	Remedial Reading
○	○	Spelling
○	○	Study Skills
○	○	Vocabulary Development
○	○	Whole Language
○	○	Writing Across Curriculum
○	○	Other
I	A	SOCIAL STUDIES
○	○	Anthropology
○	○	Biographies/Documentaries
○	○	Constitution
○	○	Geography
○	○	Global Issues
○	○	History of Alabama
○	○	History of the U.S.
○	○	History of the World
○	○	New Social Studies Programs
○	○	Politics
○	○	Psychology
○	○	Remedial Social Studies
○	○	Using Current Events
○	○	Sociology
○	○	Other
I	A	ECONOMICS
○	○	Basic Economic Theories
○	○	Consumer Economics
○	○	Supply & Demand Games
○	○	Other
I	A	MATHEMATICS
○	○	Algebra
○	○	Basic Operations (+ - × ÷)
○	○	Calculus
○	○	Fractions, Decimals, %
○	○	Functions
○	○	Geometry
○	○	Integrating Math into Curriculum
○	○	Linear/Quadratic Equations
○	○	Manipulative Math
○	○	Metrics
○	○	NCTM Standards
○	○	New Math Programs
○	○	Patterns/Relationships
○	○	Piaget/Math
○	○	Probability & Statistics
○	○	Problem Solving/Logical Thinking
○	○	Remedial Math
○	○	Time & Measurement
○	○	Trigonometry
○	○	Other

I	A	SCIENCE
○	○	Advanced Courses
○	○	Biology
○	○	Botany
○	○	Chemistry
○	○	Deductive Reasoning
○	○	Discovery Learning
○	○	Earth Science
○	○	Ecology
○	○	Integrating Science into Curriculum
○	○	Lab Techniques and Safety
○	○	Life Science
○	○	New Science Programs
○	○	Oceanography
○	○	Physical Science
○	○	Physics
○	○	Remedial Science
○	○	Science Fair
○	○	Space Science
○	○	Zoology
○	○	Other
I	A	INSTRUCTIONAL TECHNOLOGY
○	○	Authoring/Programming
○	○	AV Production
○	○	Computer Literacy
○	○	Computer Software in My Subject Area
○	○	Databases
○	○	Integrating into Curriculum
○	○	Interactive Videodisc
○	○	Multimedia/Hypermedia
○	○	Word Processing
○	○	Spread Sheets
○	○	Software Updates
○	○	Telecommunications
○	○	Other
I	A	GUIDANCE/HUMAN RELATIONS
○	○	Assertive Discipline
○	○	Behavior Management
○	○	Counseling Practices/Strategies
○	○	Dealing with Divorce
○	○	Motivation
○	○	Multicultural Diversity
○	○	Parent-School Relations
○	○	Peer Pressure
○	○	Principal-Teacher Relations
○	○	Self Esteem
○	○	Single Parenting
○	○	Stress Management
○	○	Student-Teacher Relations
○	○	Violence Prevention
○	○	Other

I	A	SPECIAL EDUCATION
○	○	Adaptive Physical Education
○	○	Attention Deficit Disorder
○	○	Career Education
○	○	Communication Disorders
○	○	EC Strategies
○	○	Gifted/Talented Strategies
○	○	LD Strategies
○	○	Latest Syndromes
○	○	MR Strategies
○	○	Mainstreaming
○	○	Math Strategies
○	○	OH/OHI Strategies
○	○	Reading Strategies
○	○	Sensory Impaired Child
○	○	Strategies for Regular Teachers
○	○	Substance Abused Child
○	○	Other
I	A	HEALTH/PE
○	○	Coaching
○	○	Consumer Health
○	○	Nutrition
○	○	Physical Fitness
○	○	Sex Education & AIDS
○	○	Substance Abuse
○	○	Other
I	A	LIBRARY/MEDIA
○	○	Effective Use of Library/Equipment
○	○	Selecting Learning Media
○	○	Other
I	A	TEACHING STRATEGIES/LEARNING STYLES
○	○	Cooperative Learning
○	○	Critical Thinking
○	○	Learning Styles
○	○	Metacognition
○	○	Other
I	A	MANAGEMENT/ADMINISTRATION
○	○	Alternative Scheduling
○	○	Administrative Use of Computers
○	○	Clinical Supervision
○	○	Conferencing
○	○	Cutting Through Paperwork
○	○	Grant Writing
○	○	Legal Updates
○	○	Mentoring/Coaching
○	○	Site-Based Management
○	○	Teacher Evaluation
○	○	Other
I	A	OTHER
○	○	Business Education
○	○	Career Development
○	○	English as a Second Language
○	○	Foreign Language
○	○	Indian Education
○	○	Music
○	○	Survival Spanish
○	○	Technical Education
○	○	Tech Prep
○	○	Using Test Results
○	○	Visual Arts
○	○	Other

APPENDIX B

ALABAMA STATEWIDE NEEDS ASSESSMENT OF TEACHERS AND ADMINISTRATORS

STATE REPORT
NUMBER OF RESPONDENTS: 32109

PRIMARY POSITION

71%	Regular classroom teacher
11%	Spec.ed/exceptional teacher
4%	Chapter 1 teacher
3%	Librarian/media specialist
3%	Guidance counselor
3%	Assistant principal/principal
1%	Supervisor/central office
4%	Other
0%	No response

SUBJECT AREA

37%	Self-contained
6%	Business/voc/ag
4%	Computer science
2%	Foreign language
10%	Health/PE
29%	Language arts/reading
24%	Mathematics
9%	Music/art
19%	Science
21%	Social studies
10%	Other
5%	Not applicable
1%	No response

GRADE LEVELS

6%	Preschool
53%	Elementary school
28%	Middle/junior high school
31%	High school
1%	No response

YEARS OF ADMINISTRATIVE OR TEACHING EXPERIENCE

3%	None
10%	1 - 3
21%	4 - 10
37%	11 - 20
23%	More than 20
7%	No response

HIGHEST DEGREE

1%	Associate
37%	Bachelor's
55%	Master's
5%	Ed. specialist
1%	Doctorate
1%	No response

HIGHEST CERTIFICATE

34%	B
50%	A
10%	AA
6%	No response

NUMBER OF INSERVICE CENTER WORKSHOPS ATTENDED DURING THE LAST 12 MONTHS

10%	None
11%	1
55%	2 - 5
14%	6 - 10
5%	More than 10
6%	No response

I AM WILLING TO ATTEND WORKSHOPS

88%	At my school
59%	At nearest university/college
52%	Within 30 minutes of my school
19%	Within 60 minutes of my school
39%	Anywhere in my school district
22%	Anywhere in my inservice area
1%	No response

POPULATIONS OF INTEREST

83%	Regular students
30%	Accelerated/gifted
34%	At-risk
42%	Slow learners
31%	Special education
1%	No response

INSERVICE METHODS OF INTEREST

62%	Demonstration
16%	Follow-up in classroom
61%	Hands-on/participatory
29%	Lecture/discussion
48%	Make & take
22%	Seminar
39%	Sharing session
2%	No response

HOW DID YOU FIND OUT ABOUT INSERVICE IN YOUR DISTRICT OR AREA?

65%	Inservice center brochure/flyer
75%	Local school or system memo
6%	Newspaper
35%	Word of mouth
2%	I contact an inservice center
4%	I contact my school system
4%	Other
2%	No response

PREFERRED INSERVICE FORMATS

40%	One hour session
34%	Two hour session
52%	Half-day session
33%	All-day session
5%	Weekend session
4%	Week-long session
3%	Long-term series
14%	Self-instructional materials
13%	Educational TV or media
24%	University class with credit
1%	Other
1%	No response

PREFERRED INSERVICE TIMES

	SCHOOL YEAR:
53%	Weekday afternoon
12%	Weekday evening
41%	Weekday all day
12%	Saturday morning
3%	Saturday afternoon
4%	Saturday all day
	SUMMER:
55%	Weekday morning
23%	Weekday afternoon
37%	Weekday all day
4%	Saturday morning
1%	Saturday afternoon
3%	Saturday all day
1%	No response

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INSERVICE TOPICS SELECTED BY ALL RESPONDENTS

STATE REPORT
NUMBER OF RESPONDENTS: 32109

LANGUAGE ARTS

I	A	
5%	2%	Black English
9%	8%	Comp.skills/writ. process
7%	6%	Comprehension skills
4%	3%	Drama/poetry
3%	3%	Grammar
12%	8%	Listening skills
6%	6%	Literature
8%	4%	New reading programs
2%	1%	Oral/speaking skills/debate
6%	4%	Phonics
4%	4%	Reading in content area
4%	3%	Reading readiness
5%	5%	Remedial reading
2%	2%	Spelling
6%	4%	Study skills
5%	4%	Vocabulary development
15%	12%	Whole language
8%	6%	Writing across curriculum
0%	0%	Other

SOCIAL STUDIES

I	A	
1%	1%	Anthropology
2%	1%	Biographies/documentaries
2%	2%	Constitution
12%	7%	Geography
3%	2%	Global issues
8%	5%	History of Alabama
4%	4%	History of the U.S.
2%	2%	History of the world
11%	4%	New soc. studies programs
1%	1%	Politics
2%	2%	Psychology
4%	2%	Remedial social studies
14%	6%	Using current events
1%	1%	Sociology
1%	0%	Other

ECONOMICS

I	A	
4%	1%	Basic economic theories
5%	2%	Consumer economics
7%	2%	Supply & demand games
1%	0%	Other

MATHEMATICS

I	A	
2%	2%	Algebra
5%	4%	Basic operations (+,-,/,*)
1%	1%	Calculus
5%	3%	Fractions, decimals, %
0%	0%	Functions
2%	2%	Geometry
7%	4%	Integrate math into curric
0%	0%	Linear/quadratic equations
14%	11%	Manipulative math
2%	1%	Metrics
1%	1%	NCTM standards
8%	3%	New math programs
2%	2%	Patterns/relationships
3%	2%	Piaget math
1%	1%	Probability & statistics
9%	5%	Prob.solve/logical thinking
6%	4%	Remedial math
7%	3%	Time & measurement
1%	1%	Trigonometry
1%	0%	Other

SCIENCE

I	A	
0%	1%	Advanced courses
2%	2%	Biology
1%	1%	Botany
1%	1%	Chemistry
3%	1%	Deductive reasoning
11%	5%	Discovery learning
7%	3%	Earth science
3%	2%	Ecology
7%	3%	Integrating sci. into curric
1%	1%	Lab techniques and safety
5%	2%	Life science
6%	2%	New science programs
4%	2%	Oceanography
3%	1%	Physical science
1%	1%	Physics
3%	1%	Remedial science
6%	2%	Science fair
5%	2%	Space science
2%	1%	Zoology
1%	0%	Other

INSTRUCTIONAL TECH.

I	A	
3%	1%	Authoring/programming
2%	1%	AV production
17%	6%	Computer literacy
17%	7%	Software in my subj. area
2%	1%	Databases
8%	3%	Integrating into curric.
2%	1%	Interactive videodisc
2%	1%	Multimedia/hypermedia
8%	3%	Word processing
3%	1%	Spread sheets
6%	3%	Software updates
2%	1%	Telecommunications
0%	0%	Other

GUIDANCE/HUMAN RELATIONS

I	A	
14%	10%	Assertive discipline
16%	13%	Behavior management
4%	4%	Couns. practices/strategies
2%	2%	Dealing with divorce
16%	12%	Motivation
2%	2%	Multicultural diversity
6%	4%	Parent-school relations
4%	4%	Peer pressure
3%	3%	Principal-teacher relations
10%	8%	Self-esteem
2%	2%	Single parenting
12%	10%	Stress management
6%	4%	Student-teacher relations
6%	4%	Violence prevention
0%	0%	Other

SPECIAL EDUCATION

I	A	
1%	1%	Adaptive physical educ.
13%	9%	Attention deficit dis order
3%	2%	Career education
1%	2%	Communication disorders
4%	3%	EC strategies
4%	3%	Gifted/talented strategies
7%	6%	LD strategies
3%	2%	Latest syndromes
1%	2%	MR strategies
5%	4%	Mainstreaming
3%	2%	Math strategies
0%	0%	OH/OHI strategies
5%	4%	Reading strategies
1%	1%	Sensory impaired child
10%	6%	Strategies for reg. tchrs.
5%	3%	Substance abused child
0%	0%	Other

HEALTH/PE

I	A	
2%	3%	Coaching
3%	2%	Consumer health
8%	5%	Nutrition
4%	4%	Physical fitness
8%	7%	Sex education & AIDS
6%	5%	Substance abuse
1%	1%	Other

LIBRARY/MEDIA

I	A	
8%	5%	Effective use of libr/equip
7%	5%	Selecting learning media
1%	1%	Other

LEARNING STYLES

I	A	
19%	13%	Cooperative learning
13%	9%	Critical thinking
15%	11%	Learning styles
3%	2%	Metacognition
0%	0%	Other

MGMT./ADMINISTRATION

I	A	
4%	2%	Alternative scheduling
3%	2%	Admin. use of computers
1%	1%	Clinical supervision
4%	2%	Conferencing
10%	5%	Cutting thru paperwork
13%	6%	Grant writing
4%	4%	Legal updates
2%	1%	Mentoring/coaching
3%	2%	Site-based management
3%	2%	Teacher evaluation
0%	0%	Other

OTHER

I	A	
1%	3%	Business education
4%	3%	Career development
2%	1%	Engl. as second language
2%	1%	Foreign language
3%	1%	Indian education
6%	3%	Music
2%	1%	Survival Spanish
1%	1%	Technical education
3%	3%	Tech prep
7%	4%	Using test results
5%	3%	Visual arts
0%	0%	Other

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INSERVICE TOPICS SELECTED BY SPECIAL EDUCATION/EXCEPTIONAL TEACHERS

STATE REPORT
NUMBER OF RESPONDENTS: 3629

LANGUAGE ARTS

I	A	
6%	2%	Black English
5%	4%	Comp.skills/writ. process
8%	7%	Comprehension skills
3%	2%	Drama/poetry
5%	3%	Grammar
12%	9%	Listening skills
2%	3%	Literature
12%	5%	New reading programs
2%	2%	Oral/speaking skills/debate
7%	6%	Phonics
4%	4%	Reading in content area
7%	5%	Reading readiness
14%	14%	Remedial reading
5%	4%	Spelling
7%	6%	Study skills
8%	7%	Vocabulary development
13%	10%	Whole language
3%	3%	Writing across curriculum
0%	1%	Other

SOCIAL STUDIES

I	A	
2%	1%	Anthropology
1%	1%	Biographies/documentaries
1%	1%	Constitution
7%	4%	Geography
3%	2%	Global issues
9%	4%	History of Alabama
4%	2%	History of the U.S.
2%	1%	History of the world
6%	2%	New soc. studies progra..s
1%	1%	Politics
3%	2%	Psychology
12%	6%	Remedial social studies
11%	5%	Using current events
1%	1%	Sociology
1%	0%	Other

ECONOMICS

I	A	
4%	1%	Basic economic theories
6%	3%	Consumer economics
7%	2%	Supply & demand games
1%	0%	Other

MATHEMATICS

I	A	
2%	1%	Algebra
8%	6%	Basic operations (+,-,/,*)
0%	0%	Calculus
6%	3%	Fractions, decimals, %
1%	0%	Functions
2%	0%	Geometry
4%	2%	Integrate math into curric
0%	0%	Linear/quadratic equations
12%	9%	Manipulative math
2%	1%	Metrics
0%	0%	NCTM standards
6%	3%	New math programs
1%	1%	Patterns/relationships
2%	1%	Piaget math
1%	0%	Probability & statistics
6%	4%	Prob.solve/logical thinking
17%	14%	Remedial math
8%	4%	Time & measurement
0%	0%	Trigonometry
1%	0%	Other

SCIENCE

I	A	
0%	0%	Advanced courses
3%	1%	Biology
1%	0%	Botany
1%	0%	Chemistry
3%	1%	Deductive reasoning
8%	3%	Discovery learning
5%	2%	Earth science
2%	2%	Ecology
4%	2%	Integrating sci. into curric
1%	0%	Lab techniques and safety
5%	2%	Life science
4%	1%	New science programs
3%	1%	Oceanography
2%	1%	Physical science
0%	0%	Physics
13%	6%	Remedial science
3%	1%	Science fair
3%	2%	Space science
2%	1%	Zoology
1%	0%	Other

INSTRUCTIONAL TECH.

I	A	
3%	1%	Authoring/programming
2%	1%	AV production
16%	5%	Computer literacy
18%	8%	Software in my subj. area
2%	0%	Databases
6%	2%	Integrating into curric.
3%	1%	Interactive videodisc
1%	1%	Multimedia/hypermedia
9%	3%	Word processing
3%	1%	Spread sheets
7%	4%	Software updates
2%	1%	Telecommunications
0%	0%	Other

GUIDANCE/HUMAN RELATIONS

I	A	
12%	10%	Assertive discipline
16%	18%	Behavior management
5%	5%	Couns. practices/strategies
2%	2%	Dealing with divorce
14%	14%	Motivation
2%	2%	Multicultural diversity
4%	4%	Parent-school relations
4%	4%	Peer pressure
2%	2%	Principal-teacher relations
12%	12%	Self-esteem
2%	2%	Single parenting
10%	11%	Stress management
4%	3%	Student-teacher relations
7%	6%	Violence prevention
0%	0%	Other

SPECIAL EDUCATION

I	A	
4%	3%	Adaptive physical educ.
21%	24%	Attention deficit disorder
7%	7%	Career education
6%	10%	Communication disorders
10%	13%	EC strategies
2%	5%	Gifted/talented strategies
12%	22%	LD strategies
10%	8%	Latest syndromes
9%	13%	MR strategies
9%	13%	Mainstreaming
8%	10%	Math strategies
3%	3%	OH/OHI strategies
14%	17%	Reading strategies
4%	5%	Sensory impaired child
8%	11%	Strategies for reg. tchrs.
9%	7%	Substance abused child
1%	1%	Other

HEALTH/PE

I	A	
1%	1%	Coaching
3%	2%	Consumer health
6%	3%	Nutrition
3%	2%	Physical fitness
10%	8%	Sex education & AIDS
5%	6%	Substance abuse
0%	0%	Other

LIBRARY/MEDIA

I	A	
7%	3%	Effective use of libr/equip
6%	3%	Selecting learning media
1%	1%	Other

LEARNING STYLES

I	A	
14%	10%	Cooperative learning
9%	8%	Critical thinking
15%	15%	Learning styles
5%	5%	Metacognition
0%	0%	Other

MGMT./ADMINISTRATION

I	A	
4%	2%	Alternative scheduling
2%	1%	Admin. use of computers
1%	1%	Clinical supervision
3%	2%	Conferencing
8%	6%	Cutting thru paperwork
13%	7%	Grant writing
5%	5%	Legal updates
1%	1%	Mentoring/coaching
2%	1%	Site-based management
2%	2%	Teacher evaluation
0%	0%	Other

OTHER

I	A	
1%	1%	Business education
5%	3%	Career development
2%	1%	Engl. as second language
1%	1%	Foreign language
2%	1%	Indian education
3%	2%	Music
2%	1%	Survival Spanish
2%	1%	Technical education
2%	1%	Tech prep
6%	4%	Using test results
4%	3%	Visual arts
0%	0%	Other

INSERVICE TOPICS SELECTED BY REGULAR PRESCHOOL/ELEMENTARY TEACHERS

STATE REPORT
NUMBER OF RESPONDENTS: 12131

LANGUAGE ARTS

I	A	
4%	1%	Black English
15%	9%	Comp.skills/writ. process
10%	7%	Comprehension skills
7%	3%	Drama/poetry
4%	2%	Grammar
19%	11%	Listening skills
7%	7%	Literature
12%	5%	New reading programs
2%	1%	Oral/speaking skills/debate
10%	7%	Phonics
6%	4%	Reading in content area
7%	6%	Reading readiness
5%	4%	Remedial reading
3%	2%	Spelling
6%	4%	Study skills
6%	4%	Vocabulary development
28%	22%	Whole language
11%	9%	Writing across curriculum
0%	0%	Other

SOCIAL STUDIES

I	A	
1%	1%	Anthropology
2%	1%	Biographies/documentaries
2%	1%	Constitution
23%	10%	Geography
5%	2%	Global issues
13%	7%	History of Alabama
7%	4%	History of the U.S.
2%	1%	History of the world
20%	5%	New soc. studies programs
1%	0%	Politics
2%	1%	Psychology
4%	1%	Remedial social studies
23%	8%	Using current events
1%	1%	Sociology
1%	0%	Other

ECONOMICS

I	A	
5%	1%	Basic economic theories
6%	2%	Consumer economics
11%	2%	Supply & demand games
1%	0%	Other

MATHEMATICS

I	A	
1%	0%	Algebra
7%	5%	Basic operations (+,-,/,*)
0%	0%	Calculus
7%	3%	Fractions, decimals, %
0%	0%	Functions
2%	1%	Geometry
13%	6%	Integrate math into curric
0%	0%	Linear/quadratic equations
26%	20%	Manipulative math
3%	1%	Metrics
2%	1%	NCTM standards
13%	5%	New math programs
4%	3%	Patterns/relationships
5%	3%	Piaget math
1%	1%	Probability & statistics
15%	7%	Prob.solve/logical thinking
5%	3%	Remedial math
14%	5%	Time & measurement
0%	0%	Trigonometry
1%	0%	Other

SCIENCE

I	A	
0%	0%	Advanced courses
2%	1%	Biology
1%	0%	Botany
1%	0%	Chemistry
3%	1%	Deductive reasoning
22%	8%	Discovery learning
12%	4%	Earth science
5%	2%	Ecology
14%	6%	Integrating sci. into curric
1%	0%	Lab techniques and safety
9%	3%	Life science
10%	3%	New science programs
8%	2%	Oceanography
4%	2%	Physical science
0%	0%	Physics
3%	1%	Remedial science
12%	3%	Science fair
10%	3%	Space science
4%	1%	Zoology
1%	0%	Other

INSTRUCTIONAL TECH.

I	A	
3%	1%	Authoring/programming
2%	1%	AV production
24%	6%	Computer literacy
21%	6%	Software in my subj. area
1%	0%	Databases
11%	3%	Integrating into curric.
2%	0%	Interactive videodisc
1%	1%	Multimedia/hypermedia
9%	3%	Word processing
2%	1%	Spread sheets
6%	2%	Software updates
2%	1%	Telecommunications
0%	0%	Other

GUIDANCE/HUMAN RELATIONS

I	A	
19%	12%	Assertive discipline
24%	14%	Behavior management
5%	2%	Couns. practices/strategies
3%	1%	Dealing with divorce
21%	11%	Motivation
3%	1%	Multicultural diversity
9%	4%	Parent-school relations
5%	2%	Peer pressure
4%	2%	Principal-teacher relations
13%	7%	Self-esteem
3%	1%	Single parenting
17%	10%	Stress management
7%	3%	Student-teacher relations
4%	2%	Violence prevention
0%	0%	Other

SPECIAL EDUCATION

I	A	
1%	0%	Adaptive physical educ.
21%	10%	Attention deficit disorder
2%	1%	Career education
1%	0%	Communication disorders
5%	2%	EC strategies
7%	3%	Gifted/talented strategies
10%	4%	LD strategies
3%	1%	Latest syndromes
0%	0%	MR strategies
6%	3%	Mainstreaming
3%	1%	Math strategies
0%	0%	OH/OHI strategies
6%	3%	Reading strategies
1%	0%	Sensory impaired child
16%	6%	Strategies for reg. tchrs.
6%	2%	Substance abused child
0%	0%	Other

HEALTH/PE

I	A	
1%	1%	Coaching
4%	2%	Consumer health
13%	5%	Nutrition
6%	3%	Physical fitness
10%	4%	Sex education & AIDS
8%	3%	Substance abuse
1%	0%	Other

LIBRARY/MEDIA

I	A	
11%	4%	Effective use of libr/equip
10%	4%	Selecting learning media
1%	0%	Other

LEARNING STYLES

I	A	
30%	17%	Cooperative learning
17%	9%	Critical thinking
21%	11%	Learning styles
3%	2%	Metacognition
0%	0%	Other

MGMT./ADMINISTRATION

I	A	
4%	1%	Alternative scheduling
2%	1%	Admin. use of computers
0%	0%	Clinical supervision
7%	3%	Conferencing
15%	6%	Cutting thru paperwork
16%	5%	Grant writing
4%	2%	Legal updates
1%	1%	Mentoring/coaching
2%	1%	Site-based management
4%	2%	Teacher evaluation
0%	0%	Other

OTHER

I	A	
1%	0%	Business education
4%	1%	Career development
1%	0%	Engl. as second language
3%	1%	Foreign language
6%	2%	Indian education
12%	4%	Music
3%	1%	Survival Spanish
0%	0%	Technical education
1%	0%	Tech prep
9%	3%	Using test results
9%	3%	Visual arts
0%	0%	Other

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INSERVICE TOPICS SELECTED BY REGULAR MIDDLE SCHOOL TEACHERS

STATE REPORT
NUMBER OF RESPONDENTS: 5466

LANGUAGE ARTS

I	A	
6%	2%	Black English
8%	8%	Comp.skills/writ. process
5%	5%	Comprehension skills
4%	4%	Drama/poetry
4%	5%	Grammar
8%	6%	Listening skills
4%	6%	Literature
4%	3%	New reading programs
3%	2%	Oral/speaking skills/debate
2%	1%	Phonics
4%	3%	Reading in content area
1%	1%	Reading readiness
3%	2%	Remedial reading
2%	2%	Spelling
6%	4%	Study skills
4%	3%	Vocabulary development
5%	4%	Whole language
6%	4%	Writing across curriculum
0%	0%	Other

SOCIAL STUDIES

I	A	
2%	1%	Anthropology
2%	2%	Biographies/documentaries
2%	3%	Constitution
9%	8%	Geography
4%	3%	Global issues
4%	4%	History of Alabama
4%	5%	History of the U.S.
3%	4%	History of the world
9%	4%	New soc. studies programs
2%	1%	Politics
2%	2%	Psychology
3%	2%	Remedial social studies
9%	6%	Using current events
1%	1%	Sociology
0%	0%	Other

ECONOMICS

I	A	
3%	2%	Basic economic theories
4%	2%	Consumer economics
5%	2%	Supply & demand games
0%	0%	Other

MATHEMATICS

I	A	
4%	4%	Algebra
3%	3%	Basic operations (+,-,/,*)
1%	1%	Calculus
5%	4%	Fractions, decimals, %
1%	1%	Functions
3%	3%	Geometry
4%	2%	Integrate math into curric
0%	1%	Linear/quadratic equations
7%	6%	Manipulative math
3%	2%	Metrics
2%	1%	NCTM standards
5%	3%	New math programs
1%	1%	Patterns/relationships
1%	0%	Piaget math
2%	2%	Probability & statistics
6%	4%	Prob.solve/logical thinking
3%	3%	Remedial math
2%	2%	Time & measurement
1%	1%	Trigonometry
0%	0%	Other

SCIENCE

I	A	
1%	1%	Advanced courses
3%	3%	Biology
1%	1%	Botany
2%	1%	Chemistry
3%	2%	Deductive reasoning
5%	3%	Discovery learning
5%	5%	Earth science
3%	3%	Ecology
4%	2%	Integrating sci. into curric
3%	2%	Lab techniques and safety
5%	4%	Life science
5%	3%	New science programs
3%	2%	Oceanography
3%	2%	Physical science
1%	1%	Physics
2%	1%	Remedial science
5%	3%	Science fair
4%	3%	Space science
2%	2%	Zoology
0%	0%	Other

INSTRUCTIONAL TECH.

I	A	
2%	1%	Authoring/programming
2%	1%	AV production
13%	5%	Computer literacy
16%	8%	Software in my subj. area
2%	1%	Databases
5%	3%	Integrating into curric.
2%	1%	Interactive videodisc
1%	1%	Multimedia/hypermedia
7%	3%	Word processing
3%	2%	Spread sheets
4%	3%	Software updates
2%	1%	Telecommunications
0%	0%	Other

GUIDANCE/HUMAN RELATIONS

I	A	
12%	9%	Assertive discipline
12%	9%	Behavior management
3%	2%	Couns. practices/strategies
2%	1%	Dealing with divorce
14%	12%	Motivation
2%	1%	Multicultural diversity
3%	3%	Parent-school relations
5%	4%	Peer pressure
2%	2%	Principal-teacher relations
6%	5%	Self-esteem
1%	1%	Single parenting
8%	8%	Stress management
6%	4%	Student-teacher relations
6%	5%	Violence prevention
0%	0%	Other

SPECIAL EDUCATION

I	A	
1%	1%	Adaptive physical educ.
6%	3%	Attention deficit disorder
1%	1%	Career education
1%	0%	Communication disorders
2%	1%	EC strategies
3%	2%	Gifted/talented strategies
4%	2%	LD strategies
1%	0%	Latest syndromes
0%	0%	MR strategies
4%	2%	Mainstreaming
2%	1%	Math strategies
0%	0%	OH/OHI strategies
2%	1%	Reading strategies
0%	0%	Sensory impaired child
7%	4%	Strategies for reg. tchrs.
2%	1%	Substance abused child
0%	0%	Other

HEALTH/PE

I	A	
3%	7%	Coaching
3%	2%	Consumer health
4%	5%	Nutrition
4%	7%	Physical fitness
8%	9%	Sex education & AIDS
5%	6%	Substance abuse
1%	1%	Other

LIBRARY/MEDIA

I	A	
5%	3%	Effective use of libr/equip
3%	2%	Selecting learning media
0%	0%	Other

LEARNING STYLES

I	A	
14%	11%	Cooperative learning
13%	10%	Critical thinking
12%	8%	Learning styles
3%	2%	Metacognition
0%	0%	Other

MGMT./ADMINISTRATION

I	A	
3%	1%	Alternative scheduling
2%	1%	Admin. use of computers
0%	0%	Clinical supervision
2%	1%	Conferencing
7%	3%	Cutting thru paperwork
8%	4%	Grant writing
3%	2%	Legal updates
2%	2%	Mentoring/coaching
1%	1%	Site-based management
2%	2%	Teacher evaluation
0%	0%	Other

OTHER

I	A	
1%	1%	Business education
4%	3%	Career development
2%	1%	Engl. as second language
3%	2%	Foreign language
1%	1%	Indian education
3%	4%	Music
3%	1%	Survival Spanish
1%	1%	Technical education
4%	2%	Tech prep
6%	3%	Using test results
3%	3%	Visual arts
0%	0%	Other

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INSERVICE TOPICS SELECTED BY REGULAR HIGH SCHOOL TEACHERS

STATE REPORT
NUMBER OF RESPONDENTS: 6808

LANGUAGE ARTS

I	A	
5%	2%	Black English
5%	9%	Comp.skills/writ. process
3%	3%	Comprehension skills
3%	6%	Drama/poetry
3%	4%	Grammar
5%	4%	Listening skills
3%	7%	Literature
1%	1%	New reading programs
3%	3%	Oral/speaking skills/debate
1%	0%	Phonics
2%	2%	Reading in content area
0%	0%	Reading readiness
2%	1%	Remedial reading
1%	1%	Spelling
5%	3%	Study skills
3%	3%	Vocabulary development
2%	2%	Whole language
4%	4%	Writing across curriculum
0%	0%	Other

SOCIAL STUDIES

I	A	
1%	1%	Anthropology
2%	2%	Biographies/documentaries
2%	3%	Constitution
4%	5%	Geography
3%	3%	Global issues
3%	5%	History of Alabama
3%	5%	History of the U.S.
2%	3%	History of the world
4%	3%	New soc. studies programs
2%	2%	Politics
2%	2%	Psychology
1%	1%	Remedial social studies
6%	5%	Using current events
1%	1%	Sociology
0%	0%	Other

ECONOMICS

I	A	
4%	3%	Basic economic theories
4%	3%	Consumer economics
5%	3%	Supply & demand games
0%	0%	Other

MATHEMATICS

I	A	
3%	5%	Algebra
1%	1%	Basic operations (+,-,/,*)
2%	2%	Calculus
2%	2%	Fractions, decimals, %
1%	1%	Functions
2%	3%	Geometry
3%	2%	Integrate math into curric
0%	1%	Linear/quadratic equations
3%	4%	Manipulative math
2%	1%	Metrics
2%	2%	NCTM standards
3%	2%	New math programs
1%	1%	Patterns/relationships
1%	0%	Piaget math
2%	2%	Probability & statistics
4%	3%	Prob.solve/logical thinking
2%	2%	Remedial math
1%	1%	Time & measurement
2%	2%	Trigonometry
1%	0%	Other

SCIENCE

I	A	
1%	2%	Advanced courses
3%	5%	Biology
1%	2%	Botany
2%	3%	Chemistry
2%	1%	Deductive reasoning
2%	2%	Discovery learning
2%	1%	Earth science
2%	2%	Ecology
2%	1%	Integrating sci. into curric
2%	3%	Lab techniques and safety
1%	2%	Life science
2%	2%	New science programs
1%	1%	Oceanography
2%	2%	Physical science
2%	3%	Physics
1%	0%	Remedial science
2%	2%	Science fair
2%	1%	Space science
1%	2%	Zoology
0%	0%	Other

INSTRUCTIONAL TECH.

I	A	
2%	1%	Authoring/programming
2%	1%	AV production
12%	6%	Computer literacy
16%	10%	Software in my subj. area
3%	2%	Databases
4%	3%	Integrating into curric.
2%	2%	Interactive videodisc
1%	1%	Multimedia/hypermedia
7%	4%	Word processing
4%	3%	Spread sheets
5%	4%	Software updates
3%	2%	Telecommunicertions
0%	0%	Other

GUIDANCE/HUMAN RELATIONS

I	A	
10%	8%	Assertive discipline
9%	8%	Behavior management
2%	2%	Couns. practices/strategies
2%	1%	Dealing with divorce
12%	12%	Motivation
1%	1%	Multicultural diversity
3%	2%	Parent-school relations
4%	3%	Peer pressure
2%	2%	Principal-teacher relations
6%	6%	Self-esteem
1%	1%	Single parenting
7%	8%	Stress management
6%	4%	Student-teacher relations
6%	4%	Violence prevention
0%	0%	Other

SPECIAL EDUCATION

I	A	
1%	1%	Adaptive physical educ.
3%	2%	Attention deficit disorder
2%	1%	Career education
0%	0%	Communication disorders
1%	1%	EC strategies
2%	1%	Gifted/talented strategies
3%	1%	LD strategies
0%	0%	Latest syndromes
0%	0%	MR strategies
3%	2%	Mainstreaming
1%	1%	Math strategies
0%	0%	Off/Off strategies
1%	1%	Reading strategies
0%	0%	Sensory impaired child
5%	3%	Strategies for reg. tchrs.
2%	1%	Substance abused child
0%	0%	Other

HEALTH/PE

I	A	
3%	5%	Coaching
2%	2%	Consumer health
3%	6%	Nutrition
3%	5%	Physical fitness
6%	8%	Sex education & AIDS
5%	6%	Substance abuse
0%	1%	Other

LIBRARY/MEDIA

I	A	
4%	3%	Effective use of libr/equip
3%	2%	Selecting learning media
0%	0%	Other

LEARNING STYLES

I	A	
11%	9%	Cooperative learning
12%	11%	Critical thinking
10%	8%	Learning styles
2%	1%	Metacognition
0%	0%	Other

MGMT./ADMINISTRATION

I	A	
3%	2%	Alternative scheduling
2%	2%	Admin. use of computers
0%	0%	Clinical supervision
1%	1%	Conferencing
6%	4%	Cutting thru paperwork
7%	5%	Grant writing
3%	3%	Legal updates
2%	2%	Mentoring/coaching
1%	1%	Site-based management
2%	1%	Teacher evaluation
0%	0%	Other

OTHER

I	A	
3%	5%	Business education
5%	5%	Career development
2%	1%	Engl. as second language
2%	4%	Foreign language
1%	1%	Indian education
1%	3%	Music
2%	2%	Survival Spanish
2%	3%	Technical education
7%	6%	Tech prep
3%	3%	Using test results
3%	3%	Visual arts
1%	1%	Other

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INSERVICE TOPICS SELECTED BY ADMINISTRATORS

STATE REPORT
NUMBER OF RESPONDENTS: 1433

JANUARY 1993
PAGE 6A OF 8

LANGUAGE ARTS

I	A	
3%	1%	Black English
4%	5%	Comp.skills/writ. process
3%	3%	Comprehension skills
1%	1%	Drama/poetry
1%	1%	Grammar
4%	4%	Listening skills
1%	2%	Literature
5%	4%	New reading programs
2%	1%	Oral/speaking skills/debate
2%	2%	Phonics
2%	3%	Reading in content area
2%	1%	Reading readiness
3%	3%	Remedial reading
0%	1%	Spelling
4%	3%	Study skills
2%	2%	Vocabulary development
9%	10%	Whole language
8%	9%	Writing across curriculum
0%	1%	Other

SOCIAL STUDIES

I	A	
1%	1%	Anthropology
1%	0%	Biographies/documentaries
1%	1%	Constitution
5%	5%	Geography
2%	2%	Global issues
3%	3%	History of Alabama
2%	2%	History of the U.S.
1%	1%	History of the world
7%	3%	New soc. studies programs
1%	1%	Politics
0%	1%	Psychology
3%	1%	Remedial social studies
5%	6%	Using current events
0%	1%	Sociology
0%	1%	Other

ECONOMICS

I	A	
3%	2%	Basic economic theories
3%	3%	Consumer economics
4%	2%	Supply & demand games
1%	0%	Other

MATHEMATICS

I	A	
2%	2%	Algebra
2%	1%	Basic operations (+,-,/,*)
1%	0%	Calculus
2%	1%	Fractions, decimals, %
0%	0%	Functions
1%	0%	Geometry
7%	6%	Integrate math into curric
0%	0%	Linear/quadratic equations
6%	5%	Manipulative math
1%	1%	Metrics
2%	2%	NCTM standards
5%	3%	New math programs
0%	0%	Patterns/relationships
1%	1%	Piaget math
1%	0%	Probability & statistics
6%	5%	Prob.solve/logical thinking
4%	3%	Remedial math
1%	2%	Time & measurement
0%	0%	Trigonometry
1%	1%	Other

SCIENCE

I	A	
0%	1%	Advanced courses
1%	1%	Biology
0%	0%	Botany
0%	0%	Chemistry
2%	2%	Deductive reasoning
4%	4%	Discovery learning
1%	1%	Earth science
1%	1%	Ecology
5%	5%	Integrating sci. into curric
1%	1%	Lab techniques and safety
1%	1%	Life science
4%	1%	New science programs
1%	1%	Oceanography
1%	1%	Physical science
1%	0%	Physics
3%	1%	Remedial science
3%	2%	Science fair
1%	1%	Space science
1%	0%	Zoology
1%	1%	Other

INSTRUCTIONAL TECH.

I	A	
2%	2%	Authoring/programming
2%	2%	AV production
11%	6%	Computer literacy
7%	4%	Software in my subj. area
4%	3%	Databases
10%	10%	Integrating into curric.
5%	3%	Interactive videodisc
4%	3%	Multimedia/hypermedia
5%	4%	Word processing
4%	2%	Spread sheets
5%	4%	Software updates
5%	4%	Telecommunications
0%	0%	Other

GUIDANCE/HUMAN RELATIONS

I	A	
8%	12%	Assertive discipline
10%	15%	Behavior management
3%	3%	Couns. practices/strategies
1%	1%	Dealing with divorce
9%	12%	Motivation
3%	4%	Multicultural diversity
7%	10%	Parent-school relations
2%	2%	Peer pressure
9%	13%	Principal-teacher relations
4%	7%	Self-esteem
2%	2%	Single parenting
6%	11%	Stress management
4%	5%	Student-teacher relations
6%	10%	Violence prevention
0%	0%	Other

SPECIAL EDUCATION

I	A	
1%	2%	Adaptive physical educ.
12%	12%	Attention deficit disorder
2%	2%	Career education
1%	1%	Communication disorders
4%	6%	EC strategies
2%	3%	Gifted/talented strategies
3%	4%	LD strategies
2%	3%	Latest syndromes
1%	1%	MR strategies
4%	4%	Mainstreaming
1%	1%	Math strategies
0%	1%	OH/OHI strategies
2%	2%	Reading strategies
0%	1%	Sensory impaired child
7%	8%	Strategies for reg. tchrs.
3%	4%	Substance abused child
1%	1%	Other

HEALTH/PE

I	A	
1%	1%	Coaching
2%	1%	Consumer health
2%	2%	Nutrition
3%	3%	Physical fitness
6%	7%	Sex education & AIDS
4%	6%	Substance abuse
0%	0%	Other

LIBRARY/MEDIA

I	A	
5%	5%	Effective use of libr/equip
5%	4%	Selecting learning media
1%	1%	Other

LEARNING STYLES

I	A	
12%	15%	Cooperative learning
11%	13%	Critical thinking
12%	15%	Learning styles
4%	4%	Metacognition
0%	0%	Other

MGMT./ADMINISTRATION

I	A	
16%	14%	Alternative scheduling
24%	19%	Admin. use of computers
5%	6%	Clinical supervision
5%	9%	Conferencing
9%	11%	Cutting thru paperwork
18%	16%	Grant writing
14%	23%	Legal updates
5%	5%	Mentoring/coaching
15%	17%	Site-based management
13%	21%	Teacher evaluation
1%	1%	Other

OTHER

I	A	
1%	1%	Business education
3%	4%	Career development
2%	1%	Engl. as second language
1%	0%	Foreign language
1%	1%	Indian education
2%	1%	Music
1%	1%	Survival Spanish
3%	3%	Technical education
7%	10%	Tech prep
9%	14%	Using test results
1%	1%	Visual arts
0%	0%	Other

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MOST FREQUENTLY SELECTED INSERVICE TOPICS BY TEACHER GROUP

STATE REPORT
NUMBER OF RESPONDENTS: 32109

SPECIAL EDUCATION/EXCERTIONAL TEACHERS

TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
21% SPECIAL EDUCATION -- Attention deficit disorder	24% SPECIAL EDUCATION -- Attention deficit disorder
18% INSTRUCTIONAL TECH. -- Software in my subj. area	22% SPECIAL EDUCATION -- LD strategies
17% MATHEMATICS -- Remedial math	18% GUIDANCE/HUMAN RELATIONS -- Behavior management
16% INSTRUCTIONAL TECH. -- Computer literacy	17% SPECIAL EDUCATION -- Reading strategies
16% GUIDANCE/HUMAN RELATIONS -- Behavior management	15% LEARNING STYLES -- Learning styles

REGULAR TEACHERS - PRESCHOOL/ELEMENTARY LEVEL

TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
30% LEARNING STYLES -- Cooperative learning	22% LANGUAGE ARTS -- Whole language
28% LANGUAGE ARTS -- Whole language	20% MATHEMATICS -- Manipulative math
26% MATHEMATICS -- Manipulative math	17% LEARNING STYLES -- Cooperative learning
24% INSTRUCTIONAL TECH. -- Computer literacy	14% GUIDANCE/HUMAN RELATIONS -- Behavior management
24% GUIDANCE/HUMAN RELATIONS -- Behavior management	12% GUIDANCE/HUMAN RELATIONS -- Assertive discipline

REGULAR TEACHERS - MIDDLE SCHOOL LEVEL

TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
16% INSTRUCTIONAL TECH. -- Software in my subj. area	12% GUIDANCE/HUMAN RELATIONS -- Motivation
14% GUIDANCE/HUMAN RELATIONS -- Motivation	11% LEARNING STYLES -- Cooperative learning
14% LEARNING STYLES -- Cooperative learning	10% LEARNING STYLES -- Critical thinking
13% INSTRUCTIONAL TECH. -- Computer literacy	9% GUIDANCE/HUMAN RELATIONS -- Assertive discipline
13% LEARNING STYLES -- Critical thinking	9% GUIDANCE/HUMAN RELATIONS -- Behavior management

REGULAR TEACHERS - HIGH SCHOOL LEVEL

TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
16% INSTRUCTIONAL TECH. -- Software in my subj. area	12% GUIDANCE/HUMAN RELATIONS -- Motivation
12% INSTRUCTIONAL TECH. -- Computer literacy	11% LEARNING STYLES -- Critical thinking
12% GUIDANCE/HUMAN RELATIONS -- Motivation	10% INSTRUCTIONAL TECH. -- Software in my subj. area
12% LEARNING STYLES -- Critical thinking	9% LANGUAGE ARTS -- Comp.skills/writ. process
11% LEARNING STYLES -- Cooperative learning	9% LEARNING STYLES -- Cooperative learning

MOST FREQUENTLY SELECTED INSERVICE TOPICS BY ADMINISTRATORS

STATE REPORT

ADMINISTRATORS (N = 1433)

TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
24% MGMT./ADMINISTRATION -- Admin. use of computers	23% MGMT./ADMINISTRATION -- Legal updates
18% MGMT./ADMINISTRATION -- Grant writing	21% MGMT./ADMINISTRATION -- Teacher evaluation
16% MGMT./ADMINISTRATION -- Alternative scheduling	19% MGMT./ADMINISTRATION -- Admin. use of computers
15% MGMT./ADMINISTRATION -- Site-based management	17% MGMT./ADMINISTRATION -- Site-based management
14% MGMT./ADMINISTRATION -- Legal updates	16% MGMT./ADMINISTRATION -- Grant writing

PERCENTAGE OF TEACHERS TEACHING ONE OR MORE COURSES OUT OF FIELD

1991-92 SCHOOL YEAR

(BASED ON FTE OF 33409 TEACHERS AND RESOURCE TEACHERS)

	ELEMENTARY TEACHERS N (%)	SECONDARY TEACHERS N (%)	LEVEL UNSPECIFIED N (%)
LANGUAGE ARTS	195 (0.58%)	272 (0.81%)	N/A
SOCIAL STUDIES	91 (0.27%)	219 (0.66%)	N/A
ECONOMICS	N/A	14 (0.04%)	N/A
MATHEMATICS	112 (0.34%)	198 (0.59%)	N/A
SCIENCE	73 (0.22%)	246 (0.74%)	N/A
SPECIAL EDUCATION	N/A	N/A	460 (1.38%)
HEALTH/PHYSICAL EDUCATION	237 (0.71%)	216 (0.65%)	N/A
LIBRARY/MEDIA	N/A	N/A	1 (0.00%)
COMPUTER TECHNOLOGY	0 (0.00%)	0 (0.00%)	N/A
FOREIGN LANGUAG	29 (0.09%)	136 (0.41%)	N/A
ART	16 (0.05%)	21 (0.06%)	N/A
MUSIC	28 (0.08%)	115 (0.34%)	N/A
SELF-CONTAINED	52 (0.16%)	N/A	N/A

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